

The Olympics, let's get moving

A unit for children
aged 3-5 years





Contents

Introduction	4
Entry point	6
Explaining the theme	7
The Big Picture	8
International aspect	13
Assessment	13
Resources	14
Parental involvement	16
Exit Point	17
Planning Grid 1	18
Planning Grid 2	21
Planning Grid 3	24
Planning Grid 4	27
Planning Grid 5	30
Planning Grid 6	33
Planning Grid 7	36
Planning Grid 8	39
Planning Grid 9	42
Planning Grid 10	45
Planning Grid 11	48
Planning Grid 12	51





Planning Grid 13	54
Unit Planners	57
Letter to Parents	62





Introduction

This is a unit of the IPC Early Years programme

The IPC has been developed to provide support to teachers so that four main aims can be achieved. They are:

- To help children learn the subject knowledge, skills and understandings they need to become aware of the world around them
- To help children develop the personal skills they need to take an active part in the world throughout their lives
- To help children develop an international mindset alongside their awareness of their own nationality
- To do each of these in ways which take into account up-to-date research into how children learn and how they can be encouraged to be life-long learners

The IPC has a simple but comprehensive structure

Everything is based on clearly defined learning strands or standards which lay out the subject, personal and international knowledge, skills and understandings children need at different stages of their primary or elementary school life.

Units of work provide practical activities which teachers can use in the classroom plus a wealth of other supportive information. Each unit is structured to make sure that children's learning experiences are as stimulating as possible.

In this way, the IPC Early Years provides two of the three main stages of planning. It provides both the curriculum map which sets out what children should learn and what they will do at different stages of their school life. It also provides the detailed curriculum planning for teachers to take into the classroom. All you have to do as a teacher is to make those amendments and updates necessary to teach the IPC Early Years to your particular class in your particular location.

We believe that learning is the most important event in any school and we want children to enjoy the learning that takes place through the IPC Early Years. But we also want you to enjoy teaching it at the same time. If you have any comments which will help us to improve children's learning, or their and your enjoyment, don't hesitate to get in touch.

This theme is a unique one but as there are other Olympic units in Mileposts 1, 2 and 3, it would be very good to work on this unit when the other parts of the school are working on theirs. There are points in all the units where the children could work together, including the Entry and Exit Points. It is therefore very flexible and offers the teacher a loose structure rather than a prescriptive curriculum in terms of hours. In most settings it will





last for about six weeks.

The planned activities and experiences have been designed to cover the following strands of the IPC for children aged four and five.

Strand One - Independence and Interdependence

The children will be learning in groups and on their own. They will have the opportunity to learn about different sports in different countries. They will learn about the other children in the class and some of their routines outside the classroom, compared with their own. They will be introduced to activities which develop new skills and develop their particular strengths, whilst working individually or in a team.

Strand Two - Communicating

The children will use language in a variety of contexts, using photos, pictures, books and music. They will be involved in counting activities as well as using some of the processes of music, art and craft.

Strand Three - Exploring

Throughout the unit, the children will learn from playing with materials, exploring actively with their senses and choosing their own materials. They will be sorting and classifying items. They will have opportunities to move in and explore space whilst learning to control their bodies.

Strand Four - Healthy Living

The children will have opportunities to make decisions, pay attention and to concentrate. They will be concentrating, throughout the unit, on ways they can keep themselves healthy, including through exercise and sport.





The Entry Point

The entry point can be a whole-school event (see Mileposts 1-3), but depending on the age and experience of your class, you may like to hold a mini event. This is to ensure that the children know what is happening in the whole school but are not too overwhelmed. To start off the unit you are going to organise a 'torch bearing' ceremony in a similar way as at the start of the Olympic Games.

You may want to link closely with the Milepost 1 classes in your school for the entry point as they will be learning about the Olympics through exploring the Ancient Greek Olympic Games.

Explain to the children that long ago in Greece, the Ancient Greeks organised the first Olympic Games for athletes in the area. Now we hold the Olympics every four years and the Games always starts with the lighting of a flame. Show the children lots of photos and pictures of different Olympic torches. Provide them with A4-sized white card. Ask them to make patterns on the card to decorate the handle part of the torch. They might like to see the patterns on the torch used for the 2008 Beijing Games (see resources section). You then roll the card to make a cylinder for the children to hold.

Give the children a range of materials such as crepe paper and tissue paper. Give them a variety of shades of red, orange, pink and yellow. Work with the children to cut or tear strips of paper for the flame part of the torch. They glue this into the handle of the torch that they made. If possible, show the children again a short clip of the lighting of the flame in Olympia, Greece. The children can then practise walking with their torches.

Explain to the children that the torch must travel a long way from Greece to London. You could show them the route from a recent Olympic Games torch relay and point out where the host and some home countries are in relation to the route.

Put a sign for Olympia, two chosen countries and London at different points around the outside area/playground. A child should stand at each of the signs. Give one of the 'torches' to the child who is standing at the sign for Olympia. They run with the torch to the child at the next country and pass it on. That child then runs to the next country and passes the torch to the next child. That child runs to the London sign. Everybody claps as the torch has arrived at its destination. Practise this a few times and give everybody a chance to carry the torch. If you do this towards the end of the day, you might like to ask parents to be spectators.



Explaining The Theme

Tell the children that they are going to be finding out about the Olympic Games. They will:

- Play with water and ice
- Play in the 'restaurant' and do some healthy cooking
- Play with different PE equipment
- Paint and draw pictures of themselves doing sports
- Explore different things with different materials to do with sports
- Listen to stories and watch short films
- Sing different songs about the body and sports
- Do lots of indoor and outdoor games
- Count numbers in teams and classify different sports in different ways
- Talk about lots of different sports and learn the names of different parts of their body
- Hold a mini Olympics at the end of the unit (and maybe watch the older school children if they have also been doing the units for Mileposts 1, 2 or 3)





The Big Picture

The ancient Greek Games

The first Olympic Games took place in 776 BCE in Olympia, in Greece. The Games were held every four years and were part of a religious festival in honour of the Greek god, Zeus. Each period of four years was called an 'Olympiad'. The ancient Olympics had fewer events than the modern Games – sports included running, wrestling, boxing, pankration (a blend of boxing and wrestling), chariot racing, horse riding, discus, javelin and jumping – there were no team sports. Only free Greek citizens could compete and adult women were not allowed to take part or view the Games. Instead of a medal, athletes received a crown made from olive leaves cut from a sacred tree that grew behind Zeus's temple. Thousands of spectators would watch the Games. They were entertained by singers, dancers, poets and philosophers.

Sacred truce

Greece at this time was not one country but a number of independent city-states, often at war with each other. Heralds travelled through Greece to signal the start of the Games and declared a sacred truce during this time between warring states.

End of the Games

The Games gradually became less important as the Romans gained power in Greece. When Christianity became the official religion of the Roman Empire, the Olympic Games were seen as a pagan festival and in discord with Christianity. In AD 393, the Emperor Theodosius I abolished the Olympics, ending a thousand-year tradition.

Revival

Interest in the Olympics grew in the mid-nineteenth century when German archaeologists uncovered the ruins of ancient Olympia, finding statues and thousands of gold, bronze and clay objects depicting the Games.

At the same time, a Frenchman named Pierre de Coubertin began their revival. Coubertin was trying to find a reason for the French defeat in the Franco-Prussian War (1870–1871). He believed the reason was that the French had not received proper physical education. Coubertin decided that sport was vital for the mental and physical development of young people, and nations could be brought closer together if their youth competed in sport, rather than fought in war.





The modern Games

In 1894, Coubertin organised a congress and presented his ideas to an international audience. At the end of the congress it was decided that the first Olympic Games would take place in 1896 in Athens, and that Coubertin should set up an international committee to organise it. This committee became the International Olympic Committee (IOC). Coubertin was also keen that art competitions should be included in the Games. They were first included in the 1912 Olympics held in Stockholm. The works of art had to be inspired by sport, and medals were awarded in five categories: architecture, literature, music, painting and sculpture. The art competitions were finally abandoned in 1954 because the IOC felt that nearly all contestants were professionals. However, art exhibitions continue to be connected with the Olympic Games.

Dates and places for the Summer Olympics

1896	Athens, Greece	1956	Melbourne, Australia
1900	Paris, France	1960	Rome, Italy
1904	St. Louis, Missouri, USA	1964	Tokyo, Japan
1906	Athens, Greece	1968	Mexico City, Mexico
1908	London, England	1972	Munich, Germany
1912	Stockholm, Sweden	1976	Montreal, Quebec, Canada
1916	<i>Cancelled due to World War I</i>	1980	Moscow, USSR
1920	Antwerp, Belgium	1984	Los Angeles, California, USA
1924	Paris, France	1988	Seoul, South Korea
1928	Amsterdam, the Netherlands	1992	Barcelona, Spain
1932	Los Angeles, California, USA	1996	Atlanta, Georgia, USA
1936	Berlin, Germany	2000	Sydney, Australia
1940	<i>Cancelled due to World War II</i>	2004	Athens, Greece
1944	<i>Cancelled due to World War II</i>	2008	Beijing, China
1948	London, England	2012	London, England
1952	Helsinki, Finland	2016	Rio de Janeiro, Brazil



Summer Olympics – 26 sports

Archery	Equestrian – Dressage	Sailing
Athletics	Equestrian – Eventing	Shooting
Badminton	Equestrian – Jumping	Swimming
Basketball	Fencing	Synchronised Swimming
Beach Volleyball	Football	Table Tennis
Boxing	Gymnastics – Artistic	Taekwondo
Canoe Slalom	Gymnastics – Rhythmic	Tennis
Canoe Sprint	Gymnastics – Trampoline	Triathlon
Cycling – BMX	Handball	Volleyball
Cycling – Mountain Bike	Hockey	Water Polo
Cycling – Road	Judo	Weightlifting
Cycling – Track	Modern Pentathlon	Wrestling
Diving	Rowing	

The Winter Olympics

When the IOC was established in 1894 one of the sports proposed for the Olympic Games was ice-skating. However, this was not introduced until the London Olympics in 1908.

In 1925 the IOC decided to create a separate Winter Olympics. The International Sports Week held in 1924 in Chamonix, France was retrospectively named the first Winter Olympic Games. All events at the Winter Games are on snow or ice.

Dates and places for the Winter Olympics

1924	Chamonix, France	1976	Innsbruck, Austria
1928	St. Moritz, Switzerland	1980	Lake Placid, New York, USA
1932	Lake Placid, New York, USA	1984	Sarajevo, Yugoslavia
1936	Garmisch-Partenkirchen, Germany	1988	Calgary, Alberta, Canada
1940	<i>Cancelled due to World War II</i>	1992	Albertville, France
1944	<i>Cancelled due to World War II</i>	1994	Lillehammer, Norway
1948	St. Moritz, Switzerland	1998	Nagano, Japan
1952	Oslo, Norway	2002	Salt Lake City, Utah, USA
1956	Cortina d'Ampezzo, Italy	2006	Turin, Italy
1960	Squaw Valley, California, USA	2010	Vancouver, Canada
1964	Innsbruck, Austria	2014	Sochi, Russia
1968	Grenoble, France	2018	Pyeongchang, South Korea
1972	Sapporo, Japan		





Winter Olympics – 15 sports

Alpine Skiing	Figure Skating	Short track Speed Skating
Biathlon	Freestyle Skiing	Skeleton
Bobsleigh	Ice Hockey	Ski Jumping
Cross-country Skiing	Luge	Snowboarding
Curling	Nordic combined	Speed Skating

The Paralympics

In 1948 in Stoke Mandeville, England, Sir Ludwig Guttmann organised a sports competition for World War II veterans with spinal cord injuries. Four years later, competitors from the Netherlands joined these games and an international movement was born. The first Paralympic Games was held in Rome in 1960. The first Paralympic Winter Games took place in Sweden in 1976. The name Paralympics comes from Parallel Olympics, which was shortened to Paralympics.

The Paralympics has always been held in the same year as the Summer Olympics, but has only been held in the same country since 1988 in Seoul, Korea.

Paralympics – 20 sports

Archery	Goalball	Table Tennis
Athletics	Judo	Sitting Volleyball
Boccia	Powerlifting	Wheelchair Basketball
Cycling – Road	Rowing	Wheelchair Fencing
Cycling – Track	Rugby	Wheelchair Rugby
Equestrian	Sailing	Wheelchair Tennis
Football – 5-a-side	Shooting	
Football – 7-a-side	Swimming	

Youth Olympic Games

In August 2010 Singapore hosted the first ever Youth Olympic Games with an equal emphasis on sport, culture and education. Young Olympians, aged 14 –18 years, competed in 201 events across 26 Summer Olympic sports and participated in a Culture and Education Programme, embodying the Olympian values of Excellence, Friendship and Respect.





Olympic rings

The five Olympic rings – the emblem of the Olympic Games – were first used at the 1920 Games in Antwerp. The rings represent the unity of the five continents – Africa, the Americas, Asia, Oceania and Europe.

Olympic flame

The Olympic flame or Olympic fire is a symbol of the Olympic Games. In ancient Greece a fire was kept burning throughout the celebration of the ancient Olympics, and it was reintroduced at the Olympics in 1928. The torch is lit by the rays of the Sun in the Temple of Hera, Olympia. As with the ancient Olympics, the flame is kept burning throughout the Games, and is extinguished at end of the closing ceremony.

Olympic torch

The Olympic torch relay was introduced at the Berlin Games in 1936. The torch is lit in Olympia, Greece and brought to the host city by runners carrying the torch in relay. The final torch-bearer runs towards the cauldron and lights the Olympic flame.

Olympic oath

The Olympic oath is one of the rituals of the Olympic Games. It is taken by an athlete from the host country, on behalf of all the athletes. The athlete holds a corner of the Olympic flag while reciting the oath: "In the name of all the competitors I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams."

Olympic motto

In 1984, the motto of the Olympics became (translated from Latin): 'Faster, Higher, Stronger'.

An important Olympic principle is to 'place sport at the service of humanity and thereby to promote peace' (Olympic Charter, 2007).

Green Games

The International Olympic Committee (IOC) has adopted the environment as the third dimension of the Olympics, alongside sport and culture. This is in recognition of the importance of environmental protection and conservation around the world.





International Aspect

The children will be very involved in playing alongside and with other children. They will be involved in making things related to the Olympic Games and learning about things that happen in cold and hot countries. They will be noting some of the differences and similarities in different aspects of the Olympic Games held around the world.

Assessment

This unit allows for a lot of time to observe children in a range of situations, particularly assessing their physical development. Look for:

- Hand-eye coordination
- Fine/gross motor skills
- Right/left handedness
- There will also be time to observe children working with others to look for the children's:
 - Ability to interact appropriately with peers and adults
 - Ability to work independently and with other children
- Keep examples of cutting, drawing, painting and so on. Take photos of evidence of gross motor skills

It is very useful and easy to keep a checklist of expectations in these areas, so that other members of staff can contribute. Explain to parents that this is your focus throughout the unit.





Resources

For this unit, you will need some, but not necessarily all, of the following:



Equipment

- Pictures and photos of a variety of different sports
- Pictures and photos of Olympic torches including the 2008 Beijing torch
- Non fiction and fiction books on sport
- *Willy the Champ* by Anthony Browne
- CD-roms
- Books and posters on healthy food
- Sports clothing
- Examples of winter sports clothes, if possible ice-skating books
- Hoops
- Collage materials
- Hoops or string
- Magazines
- Globes and world maps
- A range of empty clean tins or boxes for making drums
- A variety of water toys, plastic small world people and containers
- Big blocks of ice
- Crushed ice
- Sports clothes
- Sports equipment, various balls, sticks, bats, etc.
- Range of music
- Short video clips



Websites for Teachers

www.olympic.org

Olympic.org is the official website of the Olympic movement.

www.olympic.org/museum

Olympic.org website has a museum including virtual tours.

www.paralympic.org

This website is the home of the International Paralympic Committee.

www.london2012.com

London 2012 official Olympic website has information, photographs and videos on the 2012 Olympic Games.

www.vancouver2010.com

The Official website of the Vancouver 2010 Winter Olympic Games.

www.singapore2010.sg

Singapore 2010 Youth Olympic Games website has information and videos on the first YOG – where sports, culture and education were given equal emphasis.

www.nanjing2014.org

Nanjing 2014 is the website of the second Youth Olympic Games, planned for 2014.



Videos

www.youtube.com/watch?v=rKn9pB8YzKI&feature=fvw

YouTube features Chariots of Fire performed by Vangelis at the Temple of Olympian Zeus, Athens.

www.youtube.com/watch?v=lizWc4cJwbw

YouTube features the Bugler's Dream by Leo Arnaud, followed by Vaughan Williams Olympic Theme.

www.youtube.com/watch?v=hHrnaGJ8ckg&feature=related

YouTube features the official theme song in video 'Everyone' from the Singapore Youth Olympic Games

www.youtube.com/watch?v=jeHrvBx0dQ0

YouTube has this video of the torch relay from the Vancouver Winter Olympics 2010.

www.youtube.com/watch?v=TZno4-lEX0M&feature=related

YouTube has this slow-motion video of the men's 100-metre relay race from the Beijing Olympics 2008.





Parental Involvement

This unit should appeal to many parents as it is about an international event, and will involve some of the home countries of some of the children's parents. Hopefully it will appeal to male and female alike. Many people are interested in various sporting events and you may be lucky enough to have a very enthusiastic athlete or very fit person within your parent body. If any of them are instructors they may be able to organise a demonstration or they might be willing to come in and talk to the children. Throughout the unit you will be talking about health and fitness, so this is a good opportunity to ensure any snacks that are brought in are healthy. Once or twice a week you could also ask one of the parents to arrange an early morning 'stretch with your carer'.





Exit Point

You might like to organise a 'mini Olympics' at the end of the unit. If the rest of the school has been involved in Olympic units, you might like to contribute to their Olympic Day. Some of their events can involve the younger children, or you may like your children to be spectators at some of the events. Your children may make connections with the things they have learnt through their Olympic unit.

If you organise your own mini Olympics, you will need to plan ahead the kind of activities that you will organise and practise these with the children.

The following are some suggestions to help your preparations.

- In Ancient Greece, the victors did not receive medals but instead received a crown made of an olive leaves (there are various opinions on which leaves were actually used). Collect a variety of leaves with the children. Provide card that will go around a child's head. Glue the leaves and greenery to this. This can be presented to each child at the end of the Olympics
- There are many countries represented at the Olympics. Ask the children to paint the flag of their home country to decorate the 'Olympic stadium'. Children should also paint the host country flag
- The Olympic flag shows five interconnecting rings. Provide a range of hoops that the children can cover with crepe paper in the Olympic colours. Ensure that the hoops can interconnect. Hang these around the room
- Give the children time to practise the events prior to the mini Olympics
- Make sure that there is an opening ceremony with the torch
- Parents can attend and wear costumes from their home country and/or the host country as in the 'Parade of Nations', or they can attend as Ancient Greeks. It is the uniting that is important
- Stress that it is the taking part at this age, not the winning, that is the most important aspect, and arrange the sports so that the children are part of a team. They can choose a country to represent or represent the host country. Some of the children might like to show their movement and music that they have been creating during the unit

You may be able to involve other children in the school with some of the preparations as well as during the 'mini Olympics'. Make the exit point a very happy event where everyone receives his or her 'crown'.





Planning Grid 1

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.2 Diversity
- 1.9 Their ability to acquire new interests and skills
- 1.10 Their own particular strengths
- 1.16 Taking part in group activities
- 1.17 Playing alone, alongside others and with others

Strand 2: Communicating

Children learn about:

- 2.1 Using gesture and expressive body movement for communication
- 2.3 Using language skills in a variety of contexts
- 2.4 Using repetitive sounds and words, aspects of language such as rhythm, rhyme and alliteration, and an enjoyment of nonsense stories and rhymes
- 2.5 The practical use of at least one language
- 2.9 Using words, pictures, print, numbers, sounds, shapes, models, photographs and ICT to represent thoughts, experiences and ideas
- 2.20 Using different media to express a mood or a feeling or for representing information
- 2.24 Enjoying and using music, art, drama and dance

Strand 3: Exploring

Children learn about:

- 3.1 Making decisions, choosing their own materials and setting their own problems





- 3.2 Taking responsibility for their own learning
- 3.3 Trying things out, using exploration and curiosity as important and valued ways of learning
- 3.4 Taking part in symbolic, pretend or dramatic play
- 3.5 Playing with ideas and materials as an enjoyable, creative and valid approach to learning
- 3.6 Controlling their bodies and developing fine and gross motor control
- 3.7 Actively exploring and making sense of the world by using tools, materials and equipment
- 3.13 Explaining, listening to others, taking part in reflective discussion, and planning and observing
- 3.19 Spatial representations such as maps, diagrams, photographs and drawings

Strand 4: Healthy living

Children learn about:

- 4.3 Making choices
- 4.4 Paying attention
- 4.5 Concentrating
- 4.8 Expressing emotions and emotional needs

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Knowledge and Understanding of the World (K/U.)
- Creative (Cr.)





Planning Grid 1

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Small world play</p> <p>These figures can be left in a small world play area. You could put out four 'posts' that the figures 'run' to, so that the children can reinforce the concept of the relay and running. The children can add signs/labels to the small world play if they wish.</p> <p>Put out a variety of other small world figures for the children to play with.</p>	<p>Show the children the photos of themselves running during the entry point. What parts of their body do they use? Are their legs bent or straight? How does their body work when they are running?</p> <p>Give the children a simple cut out shape of a girl or a boy in card that is in parts, feet, legs, arms etc. Put a hole in each part so that a fly pin can be inserted to put the joints together.</p>	K/U. 1	<p>1. Independence & Interdependence</p> <ul style="list-style-type: none"> • 2 • 9 • 10 • 16 • 17 	<p>Interpersonal</p> <p>Verbal-linguistic</p> <p>Kinaesthetic</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> • 1.4 • 1.5
	<ul style="list-style-type: none"> • Work with the children so that they can make their person or puppet. Talk about the parts of the body and relate the words to their own body parts 	Cr. 1	<p>2. Communicating</p> <ul style="list-style-type: none"> • 1 • 3 • 4 • 5 • 9 • 19 • 20 • 24 		
	<ul style="list-style-type: none"> • They can add features onto the figures, like shoes, sports clothing and also facial expressions – what did they look like? Does exercise make them happy or sad? 	Cr. 2	<p>3. Exploring</p> <ul style="list-style-type: none"> • 1 • 2 • 3 • 4 • 5 • 6 • 7 • 13 • 19 		
			<p>4. Healthy Living</p> <ul style="list-style-type: none"> • 3 • 4 • 5 • 8 		





Planning Grid 2

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.2 Diversity
- 1.7 Respecting and interacting with people who are different from themselves
- 1.9 Their ability to acquire new interests and skills
- 1.11 Interpersonal skills
- 1.14 Taking another's point of view
- 1.17 Playing alone, alongside others and with others
- 1.20 The links between school and the wider world
- 1.22 Playing an active part in school activities

Strand 2: Communicating

Children learn about:

- 2.3 Using language skills in a variety of contexts
- 2.5 The practical use of at least one language
- 2.7 Enjoying and using verbal communication
- 2.8 Listening attentively and responding appropriately to others
- 2.9 Using words, pictures, print, numbers, sounds, shapes, models, photographs and ICT to represent thoughts, experiences and ideas
- 2.14 Using mathematical symbols and concepts

Strand 3: Exploring

Children learn about:

- 3.2 Taking responsibility for their own learning





- 3.3 Trying things out, using exploration and curiosity as important and valued ways of learning
- 3.5 Playing with ideas and materials as an enjoyable, creative and valid approach to learning
- 3.6 Controlling their bodies
- 3.7 Actively exploring and making sense of the world by using tools, materials and equipment
- 3.11 Looking for patterns, classifying things for a purpose, guessing, using trial and error
- 3.12 Thinking logically, making comparisons and asking questions
- 3.16 Representing their discoveries using a variety of media, including ICT
- 3.19 Spatial representations such as maps, diagrams, photographs and drawings

Strand 4: Healthy living

Children learn about:

- 4.1 Keeping themselves healthy
- 4.2 Self-help and self-care
- 4.3 Making choices
- 4.4 Paying attention
- 4.5 Concentrating

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Literacy (Lit.)
- Mathematical (M.)
- Knowledge and Understanding of the World (K/U.)





Planning Grid 2

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Ensure that a variety of balls, bats and equipment is made available for the children to practise with. Safety is important so rules of using the equipment need to be reinforced. Change the focus of the activity each day. Have a 'hands only' day or a 'throwing' day.</p>	<p>Show the children lots of different equipment like a football, a basketball net, a hockey stick and so on.</p> <ul style="list-style-type: none"> Cut out an outline of a large shoe from paper and a large hand from another piece. Can the children sort the equipment into ones that they play with their hands or play with their feet? Get them to act out throwing, kicking, hitting with bats and so on Give them some magazines to cut out more equipment, to add to the hands and feet sheets They can draw/ add some other sports that they use both their hands and feet for 	K/U. 2	1. Independence & Interdependence	Interpersonal Intrapersonal Verbal-linguistic Naturalist Visual-spatial	Working towards Milepost One • 1.5
		M.1	<ul style="list-style-type: none"> 2 7 9 11 14 17 20 22 		
		Cr. 3	2. Communicating		
			<ul style="list-style-type: none"> 3 5 7 8 9 		
		Cr. 4			
			3. Exploring		
			<ul style="list-style-type: none"> 2 3 5 6 7 11 12 16 19 		
		M. 2			
			4. Healthy Living		
			<ul style="list-style-type: none"> 1 2 3 4 5 		





Planning Grid 3

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.2 Diversity
- 1.3 Standing up for themselves and others
- 1.7 Respecting and interacting with people who are different from themselves
- 1.13 Positive and constructive attitudes to competition
- 1.14 Taking another's point of view
- 1.15 Empathising with others

Strand 2: Communicating

Children learn about:

- 2.3 Using language skills in a variety of contexts
- 2.5 The practical use of at least one language
- 2.7 Enjoying and using verbal communication
- 2.8 Listening attentively and responding appropriately to others
- 2.9 Using words, pictures, print, numbers, sounds, shapes, models, photographs and ICT to represent thoughts, experiences and ideas
- 2.10 Exploring and observing the use of print
- 2.11 Stories and literature valued by the cultures in their community
- 2.12 Enjoying and using words and books
- 2.18 Materials and technology used in creative and expressive arts
- 2.20 Using different media to express a mood or a feeling or for representing information



Strand 3: Exploring

Children learn about:

- 3.2 Taking responsibility for their own learning
- 3.6 Controlling their bodies and developing fine and gross motor control
- 3.12 Thinking logically, making comparisons and asking questions
- 3.13 Explaining, listening to others, taking part in reflective discussion, and planning and observing
- 3.14 Identifying and using information from a range of sources
- 3.16 Representing their discoveries using a variety of media, including ICT
- 3.20 Stories, including myths, legends, oral storytelling, fiction and non-fiction

Strand 4: Healthy living

Children learn about:

- 4.3 Making choices
- 4.4 Paying attention
- 4.5 Concentrating
- 4.7 Their own personal worth

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.3 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country

Areas of learning covered

- Literacy (Lit.)
- Creative (Cr.)





Planning Grid 3

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Provide a variety of non-fiction and fiction books about sport. Have a special 'All about Sport' books area. The children's own book will take time to make but this should be added to the area. Ask the children to bring in books. Discuss popular sports in the different countries.</p>	<p>Read a book to the children such as <i>Willy the Wizard</i> by Anthony Browne. Discuss Willy's favourite sport with them, why he liked it and how he became very good at it. Ask them to think about their own favourite sport or exercise. Ask them to think about why they like it. Who else likes playing it in the class? What do they have to do to practise it?</p> <ul style="list-style-type: none"> • Make a whole-class book of 'Sports or exercise we like doing'. Ask each child to draw themselves doing their favourite activity • With the children, put the sports in alphabetical order and make the book • Read the book back to the children often. Encourage them to read it independently 	Lit. 1	1. Independence & Interdependence <ul style="list-style-type: none"> • 2 • 3 • 7 • 13 • 14 • 15 	Interpersonal Intrapersonal Verbal-linguistic Kinaesthetic Visual-spatial	Working towards Milepost One <ul style="list-style-type: none"> • 1.3
			2. Communicating		Ask the children to bring in books from their home country about sports. What sports did their parents do when they were young? Are there differences in different areas of the world?
		Cr. 5	• 3		
			• 5		
			• 7		
			• 8		
			• 9		
		Lit. 2	• 10		
			• 11		
			• 12		
			• 18		
		Lit. 3	• 20		
			3. Exploring		
			• 2		
			• 6		
			• 12		
			• 13		
			• 14		
			• 16		
			• 20		
			4. Healthy Living		
			• 4		
			• 5		
			• 3		
			• 7		





Planning Grid 4

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.9 Their ability to acquire new interests and skills
- 1.11 Interpersonal skills
- 1.16 Taking part in group activities
- 1.20 The links between school and the wider world
- 1.24 Expressing their own ideas

Strand 2: Communicating

Children learn about:

- 2.4 Using repetitive sounds and words, aspects of language such as rhythm, rhyme and alliteration, and an enjoyment of nonsense stories and rhymes
- 2.5 The practical use of at least one language
- 2.7 Enjoying and using verbal communication
- 2.9 Using words, pictures, print, numbers, sounds, shapes, models, photographs and ICT to represent thoughts, experiences and ideas
- 2.18 Materials and technology used in creative and expressive arts
- 2.21 Being creative and expressive through a variety of activities
- 2.24 Enjoying and using music, art, drama and dance
- 2.25 A variety of types of music, art, dance and drama used as expressions of feeling, mood, situation, occasion and culture



Strand 3: Exploring

Children learn about:

- 3.1 Making decisions, choosing their own materials and setting their own problems
- 3.2 Taking responsibility for their own learning
- 3.3 Trying things out, using exploration and curiosity as important and valued ways of learning
- 3.6 Controlling their bodies and developing fine and gross motor control
- 3.7 Actively exploring and making sense of the world by using tools, materials and equipment
- 3.15 Choosing and experimenting with materials, playing around with ideas and exploring actively with all the senses

Strand 4: Healthy living

Children learn about:

- 4.3 Making choices
- 4.4 Paying attention
- 4.5 Concentrating

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Knowledge and Understanding of the World (K/U.)
- Physical (Ph.)
- Creative (Cr.)
- Musical (Mu.)





Planning Grid 4

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
Provide a variety of instruments for the children to play. You could have a 'lighting the torch ceremony' corner in the class. The children could role play the lighting of the torch for the London Olympics, independently or in small groups.	Remind the children of the entry point and show them the video of the lighting of the Olympic Torch. Ask them to listen to the music that was played. Did they like it? They can tap whilst listening to the drumbeat and you can count with/for them to the beat.	K/U. 3 Mu. 1	1. Independence & Interdependence <ul style="list-style-type: none"> • 9 • 11 • 16 • 20 • 24 	Interpersonal Intrapersonal Kinaesthetic Mathematical Verbal-linguistic Visual-spatial Musical	Working towards Milepost One <ul style="list-style-type: none"> • 1.4 • 1.5
	<ul style="list-style-type: none"> • Provide a range of containers, tins/plastic containers, with one top missing so that the container can be made into a drum. Give the children a choice of materials to cover the top with. What sound do the different materials make? 	Cr. 6	2. Communicating <ul style="list-style-type: none"> • 4 • 5 • 7 • 9 • 18 • 21 • 24 • 25 		The children can also listen to a range of music from the host country and home countries of the children in the class.
	<ul style="list-style-type: none"> • Get the children to stick the cover with masking tape or place an elastic band around the rim 	Ph. 1	3. Exploring <ul style="list-style-type: none"> • 1 • 2 • 3 • 6 • 7 		They can think of the differences/similarities between their music and the music used for the Beijing torch ceremony.
	<ul style="list-style-type: none"> • Work with the children to create different tempos, slow, fast and so on 	Mu. 2	4. Healthy Living <ul style="list-style-type: none"> • 3 • 4 • 5 		





Planning Grid 5

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.1 Their own rights and those of others
- 1.2 Diversity
- 1.9 Their ability to acquire new interests and skills
- 1.11 Interpersonal skills
- 1.16 Taking part in group activities
- 1.17 Playing alone, alongside others and with others
- 1.22 Playing an active part in school activities
- 1.27 Rules, responsibilities and rights

Strand 2: Communicating

Children learn about:

- 2.3 Using language skills in a variety of contexts
- 2.5 The practical use of at least one language
- 2.7 Enjoying and using verbal communication
- 2.8 Listening attentively and responding appropriately to others
- 2.9 Using words, pictures, print, numbers, sounds, shapes, models, photographs and ICT to represent thoughts, experiences and ideas
- 2.13 Exploring and observing the use of numbers in purposeful activities
- 2.14 Using mathematical symbols and concepts
- 2.15 Enjoying and using numbers





Strand 3: Exploring

Children learn about:

- 3.2 Taking responsibility for their own learning
- 3.11 Looking for patterns, classifying things for a purpose, guessing, using trial and error
- 3.12 Thinking logically, making comparisons and asking questions
- 3.14 Identifying and using information from a range of sources
- 3.17 Enquiring, researching and exploring to draw conclusions about the world around them
- 3.23 Social relationships and social concepts, such as friendship, authority and social rules and understandings

Strand 4: Healthy living

Children learn about:

- 4.3 Making choices
- 4.4 Paying attention
- 4.5 Concentrating

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.1 Know that children within the class and school have different home countries
- 1.3 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country
- 1.4 Be able to respect one another's individuality and independence

Areas of learning covered

- Literacy (Lit.)
- Knowledge and Understanding of the World (K/U.)
- Mathematical (M.)





Planning Grid 5

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
The idea of working as a team will continually be revisited. Reinforce this throughout the week. Put signs up to reinforce this as well.	Tell the children that some sports are performed alone (although the athletes are part of a team for their country), some are played in pairs and some are played as a team. Show them a range of photos of different sporting activities. Include sports like archery, gymnastics and martial arts as well as team sports like rowing, ice hockey and so on.	K/U. 4	1. Independence & Interdependence <ul style="list-style-type: none"> • 1 • 2 • 9 • 11 • 16 • 17 • 22 • 27 	Interpersonal Visual-spatial Verbal-linguistic Kinaesthetic Mathematical-logical	Working towards Milepost One <ul style="list-style-type: none"> • 1.1 • 1.3 • 1.4 You could put the names of some of the sports that you are discussing, in the home languages and host language, around the room.
	<ul style="list-style-type: none"> • The children can talk about these sports and do the actions involved for each 	Lit. 4	2. Communicating <ul style="list-style-type: none"> • 3 • 5 • 7 • 8 • 9 		
	<ul style="list-style-type: none"> • Give the children these headings <ul style="list-style-type: none"> • 1 person • 2 people • 3 people or more 	M. 3	<ul style="list-style-type: none"> • 13 • 14 • 15 		
	<ul style="list-style-type: none"> • Ask them to sort the photos into different categories, counting the people in the photos. How many sports did they find that were in each category? 	M. 4	3. Exploring <ul style="list-style-type: none"> • 2 • 11 • 12 • 14 • 17 • 23 4. Healthy Living <ul style="list-style-type: none"> • 3 • 4 • 5 		





Planning Grid 6

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.7 Respecting and interacting with people who are different from themselves
- 1.10 Their own particular strengths
- 1.11 Interpersonal skills
- 1.13 Positive and constructive attitudes to competition
- 1.16 Taking part in group activities
- 1.25 Taking on different roles in different contexts
- 1.27 Rules, responsibilities and rights
- 1.28 Acceptable behaviour

Strand 2: Communicating

Children learn about:

- 2.5 The practical use of at least one language
- 2.7 Enjoying and using verbal communication
- 2.9 Using words, pictures, print, numbers, sounds, shapes, models, photographs and ICT to represent thoughts, experiences and ideas
- 2.12 Enjoying and using words and books

Strand 3: Exploring

Children learn about:

- 3.2 Taking responsibility for their own learning
- 3.7 Actively exploring and making sense of the world by using tools, materials and





equipment

- 3.9 Using a variety of strategies for exploring and making sense of the world
- 3.11 Looking for patterns, classifying things for a purpose, guessing, using trial and error
- 3.12 Thinking logically, making comparisons and asking questions
- 3.13 Explaining, listening to others, taking part in reflective discussion, planning and observing
- 3.16 Representing their discoveries using a variety of media, including ICT

Strand 4: Healthy living

Children learn about:

- 4.1 Keeping themselves healthy
- 4.2 Self-help and self-care
- 4.3 Making choices
- 4.4 Paying attention
- 4.7 Their own personal worth
- 4.8 Expressing emotions and emotional needs

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Mathematical (M.)
- Knowledge and Understanding of the World (K/U.)





Planning Grid 6

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>This activity should be started before the weekend, so that the children can begin their diary when they come back to school.</p> <p>Show the children how to listen to their heartbeat with a stethoscope. Leave the stethoscope out so that the children can listen to their heartbeat at various times.</p> <p>Note that you should show the children how to care for the stethoscope and if applicable, add the use of a stopwatch.</p>	<p>After the children have just finished an exercise, explain that exercise helps our heart beat faster which is good for our bodies and minds. Tell the children that we are going to keep a diary for a week to see how much exercise we do every day.</p> <ul style="list-style-type: none"> Provide a table with seven columns for every day of the week on A3 paper. Ask the children to write or draw in the column every day to show the sport or exercise they have done The following week, discuss with the children the favourite exercise activity of the class. Make a simple bar graph with the children so that they can see the most popular form of exercise in the class 	K/U. 5	<p>1. Independence & Interdependence</p> <ul style="list-style-type: none"> 7 10 11 13 16 25 27 28 	<p>Interpersonal</p> <p>Intrapersonal</p> <p>Mathematical-logical</p> <p>Verbal-linguistic</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> 1.4 1.5 <p>Talk to the parents or carers about the 'survey' and have a similar table for parents to complete.</p>
		M. 4	<p>2. Communicating</p> <ul style="list-style-type: none"> 5 7 9 12 		
		M. 6	<p>3. Exploring</p> <ul style="list-style-type: none"> 2 7 9 11 12 13 16 		
			<p>4. Healthy Living</p> <ul style="list-style-type: none"> 1 2 3 4 7 9 		





Planning Grid 7

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.7 Respecting and interacting with people who are different from themselves
- 1.11 Interpersonal skills
- 1.16 Taking part in group activities

Strand 2: Communicating

Children learn about:

- 2.1 Using gesture and expressive body movement for communication
- 2.2 Understanding non-verbal messages
- 2.4 Using repetitive sounds and words, aspects of language such as rhythm, rhyme and alliteration, and to enjoy stories and rhymes
- 2.7 Enjoying and using verbal communication
- 2.8 Listening attentively and responding appropriately to others
- 2.22 Singing songs, including songs of their own and those from different countries and cultures
- 2.24 Enjoying and using music, art, drama and dance

Strand 3: Exploring

Children learn about:

- 3.3 Trying things out, using exploration and curiosity as important and valued ways of learning
- 3.6 Controlling their bodies and developing fine and gross motor control
- 3.8 Moving in space and moving to rhythm





Strand 4: Healthy living

Children learn about:

4.4 Paying attention

4.5 Concentrating

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.3 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Physical (Ph.)
- Musical (Mu.)



Planning Grid 7

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Music area</p> <p>These activities can be woven into the daily routine throughout this theme.</p> <p>Leave cards available with the names of sports on. Write the words with the syllables marked so the children know whether the word is for two, three or four beats, e.g. foot/ball, gym/nast/ics.</p>	<p>Teach the children songs and rhymes about themselves. These might include:</p> <ul style="list-style-type: none"> • <i>'I've got a body, a very busy body'</i> • <i>'Heads, shoulders, knees and toes'</i> • <i>'This is the way we run /jump/skip/hop around'</i> to the tune of <i>Mulberry Bush</i> 	Mu. 3	<p>1. Independence & Interdependence</p> <ul style="list-style-type: none"> • 7 • 11 • 16 	<p>Interpersonal</p> <p>Intrapersonal</p> <p>Musical</p> <p>Kinaesthetic</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> • 1.3 • 1.5
	<p>Sing a copying song such as <i>'Let everyone run around/ski the slope/throw the javelin with me'</i> or <i>'Can you do what I do?'</i>, so that the idea of the different actions are reinforced.</p>	Ph. 2 Mu. 4	<p>2. Communicating</p> <ul style="list-style-type: none"> • 1 • 2 • 4 • 7 • 8 • 22 • 24 		
	<p>Tap out the syllables in the words for various sports. Ski/ing, weight/lift/ing and so on. Ask the children to listen and then think of their own. They can choose their own sport and then play their own made instruments, to tap the rhythm for others to listen to.</p>	Mu. 5	<p>3. Exploring</p> <ul style="list-style-type: none"> • 3 • 6 • 8 		
			<p>4. Healthy Living</p> <ul style="list-style-type: none"> • 4 • 5 		





Planning Grid 8

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.9 Their ability to acquire new interests and skills
- 1.10 Their own particular strengths
- 1.11 Interpersonal skills
- 1.16 Taking part in group activities
- 1.20 The links between school and the wider world
- 1.24 Expressing their own ideas

Strand 2: Communicating

Children learn about:

- 2.3 Using language skills in a variety of contexts
- 2.5 The practical use of at least one language
- 2.13 Exploring and observing the use of numbers in purposeful activities
- 2.15 Enjoying and using numbers

Strand 3: Exploring

Children learn about:

- 3.2 Taking responsibility for their own learning
- 3.10 Setting and solving problems
- 3.18 A range of materials in daily use
- 3.19 Spatial representations such as maps, diagrams, photographs and drawings





Strand 4: Healthy living

Children learn about:

- 4.3 Making choices
- 4.4 Paying attention

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Mathematical (M.)
- Creative (Cr.)
- Knowledge and Understanding of the World (K/U.)





Planning Grid 8

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>It may be possible to take the children to an ice-skating rink. If not, visit a local gym to look at what people wear and see what equipment they use.</p> <p>Keep a range of clothing for children to dress up and role play the different sports.</p>	<p>Explain to the children about the Summer and Winter Olympic Games and discuss this. What kind of sports would be at the Winter sports? Show them some a short video clips of different kinds of skiing, the luge, skeleton and so on. What do the athletes in the Winter sports need? Show them a range of sports clothing, including, if possible some skis and ice skates.</p> <ul style="list-style-type: none"> Ask the children to sort the clothes into hot and cold/ winter or summer clothes Give the children black paper. Give them a range of white materials to give a snowy look to the picture. Ask them to paint a winter sport 	K/U. 6	<p>1. Independence & Interdependence</p> <ul style="list-style-type: none"> 9 10 11 16 20 24 <p>2. Communicating</p> <ul style="list-style-type: none"> 3 5 13 15 <p>3. Exploring</p> <ul style="list-style-type: none"> 2 10 18 19 <p>4. Healthy Living</p> <ul style="list-style-type: none"> 3 4 	<p>Interpersonal</p> <p>Mathematical-logical</p> <p>Naturalist</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> 1.4 1.5 <p>Children can start to think about different areas of the world and how this might affect what kind of sports would be available.</p>
		M. 6			
		Cr. 7			



Planning Grid 9

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.2 Diversity
- 1.14 Taking another's point of view
- 1.16 Taking part in group activities
- 1.20 The links between school and the wider world

Strand 2: Communicating

Children learn about:

- 2.3 Using language skills in a variety of contexts
- 2.8 Listening attentively and responding appropriately to others

Strand 3: Exploring

Children learn about:

- 3.1 Making decisions, choosing their own materials and setting their own problems
- 3.2 Taking responsibility for their own learning
- 3.3 Trying things out, using exploration and curiosity as important and valued ways of learning
- 3.4 Taking part in symbolic, pretend or dramatic play
- 3.5 Playing with ideas and materials as an enjoyable, creative and valid approach to learning
- 3.7 Actively exploring and making sense of the world by using tools, materials and equipment
- 3.10 Setting and solving problems





- 3.11 Looking for patterns, classifying things for a purpose, guessing, using trial and error
- 3.12 Thinking logically, making comparisons and asking questions
- 3.15 Choosing and experimenting with materials, playing with ideas, and exploring actively with all the senses

Strand 4: Healthy living

Children learn about:

- 4.3 Making choices
- 4.4 Paying attention
- 4.5 Concentrating

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.4 Be able to respect one another's individuality and independence

Areas of learning covered

- Knowledge and Understanding of the World (K/U.)
- Literacy (Lit.)
- Mathematical (M.)



Planning Grid 9

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>This activity can be repeated in the water tray at least once per week, or daily.</p> <p>Put a very large ice block in the tray one day, another day add crushed ice to represent snow. Plastic play world figures can also be added to the water tray.</p>	<p>Work with the children in the water tray. Talk to them about the following:</p> <p>How does the ice feel?</p> <p>Is it rough or smooth?</p> <p>What happens if we put something on it like a lollipop stick? How quickly does it slide across the block?</p> <ul style="list-style-type: none"> Put a selection of materials on the ice block to see how well it slides (e.g. plastic, corrugated card, coins, sandpaper) Ask the children to predict how long it will take for the ice to melt each day. Is there a difference if you put the water tray in a different position? 	<p>Lit. 5</p> <p>K/U. 7</p> <p>M. 7</p>	<p>1. Independence & Interdependence</p> <ul style="list-style-type: none"> 2 14 16 20 <p>2. Communicating</p> <ul style="list-style-type: none"> 3 8 <p>3. Exploring</p> <ul style="list-style-type: none"> 1 2 3 4 5 7 10 11 12 15 <p>4. Healthy Living</p> <ul style="list-style-type: none"> 3 4 5 	<p>Interpersonal</p> <p>Intrapersonal</p> <p>Visual-spatial</p> <p>Kinaesthetic</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> 1.4





Planning Grid 10

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.2 Diversity
- 1.6 Their family background
- 1.16 Taking part in group activities

Strand 2: Communicating

Children learn about:

- 2.3 Using language skills in a variety of contexts
- 2.5 The practical use of at least one language
- 2.12 Enjoying and using words and books
- 2.18 Materials and technology used in creative and expressive arts
- 2.24 Enjoying and using music, art, drama and dance

Strand 3: Exploring

Children learn about:

- 3.2 Taking responsibility for their own learning
- 3.11 Looking for patterns, classifying things for a purpose, guessing, using trial and error
- 3.12 Thinking logically, making comparisons and asking questions
- 3.14 Identifying and using information from a range of sources
- 3.17 Enquiring, researching and exploring to draw conclusions about the world around them





- 3.19 Spatial representations such as maps, diagrams, photographs and drawings
- 3.23 Social relationships and social concepts, such as friendship and authority, and social rules and understandings

Strand 4: Healthy living

Children learn about:

- 4.1 Keeping themselves healthy
- 4.2 Self-help and self-care
- 4.3 Making choices
- 4.4 Paying attention
- 4.5 Concentrating
- 4.9 Keeping themselves safe from harm

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.3 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country

Areas of learning covered

- Knowledge and Understanding of the World (K/U.)
- Literacy (Lit.)
- Creative (Cr.)
- Physical (Ph.)





Planning Grid 10

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Make the home corner into an 'Olympics' restaurant'. Provide a range of utensils, chopsticks, etc.</p> <p>Place different healthy menus around the restaurant.</p> <p>The children could hang their poster up in the restaurant.</p> <p>Make water and fruit freely available throughout the day.</p>	<p>Explain to the children that healthy eating is vital for athletes and for us. Bring in a selection of locally grown fruit and vegetables.</p> <ul style="list-style-type: none"> Talk about instructions for cooking and ask them for words that will tell you how to make a fruit salad, e.g. cut the banana, peel the orange Make the fruit salad with the children The children can choose a fruit or vegetable that they like and draw it for a poster They can write a short sentence encouraging others to eat it or just put a large tick by the drawing Some children might like to think of an unhealthy food and draw or paint a poster with it on, and a large cross by it 	<p>K/U. 6</p> <p>Lit. 6</p> <p>Ph. 3</p> <p>Cr. 8</p> <p>Lit. 7</p> <p>Lit. 8</p>	<p>1. Independence & Interdependence</p> <ul style="list-style-type: none"> 2 6 16 <p>2. Communicating</p> <ul style="list-style-type: none"> 3 5 12 18 24 <p>3. Exploring</p> <ul style="list-style-type: none"> 2 9 11 12 14 17 19 23 <p>4. Healthy Living</p> <ul style="list-style-type: none"> 1 2 3 4 5 9 	<p>Interpersonal</p> <p>Visual-spatial</p> <p>Naturalist</p> <p>Kinaesthetic</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> 1.3 <p>Talk to the children about different healthy food from their home countries.</p>





Planning Grid 11

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.16 Taking part in group activities
- 1.20 The links between school and the wider world
- 1.26 The routines, customs and regular events of school
- 1.27 Rules, responsibilities and rights

Strand 2: Communicating

Children learn about:

- 2.2 Understanding non-verbal messages
- 2.8 Listening attentively and responding appropriately to others
- 2.9 Using words, pictures, print, numbers, sounds, shapes, models, photographs and ICT to represent thoughts, experiences and ideas
- 2.13 Exploring and observing the use of numbers in purposeful activities
- 2.14 Using mathematical symbols and concepts
- 2.15 Enjoying and using numbers

Strand 3: Exploring

Children learn about:

- 3.1 Making decisions, choosing their own materials and setting their own problems
- 3.2 Taking responsibility for their own learning
- 3.4 Taking part in symbolic, pretend or dramatic play
- 3.6 Controlling their bodies and developing fine and gross motor control





- 3.9 Using a variety of strategies for exploring and making sense of the world
- 3.10 Setting and solving problems
- 3.12 Thinking logically, making comparisons and asking questions
- 3.14 Identifying and using information from a range of sources
- 3.17 Enquiring, researching and exploring to draw conclusions about the world around them

Strand 4: Healthy living

Children learn about:

- 4.1 Keeping themselves healthy
- 4.3 Making choices
- 4.4 Paying attention
- 4.5 Concentrating

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.5 Be able to work with each other where appropriate

This activity will help children to begin to appreciate that other children in their class may have differing routines to their own.

Areas of learning covered

- Knowledge and Understanding of the World (K/U.)
- Physical (Ph.)
- Mathematical (M.)





Planning Grid 11

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>In an outside area, set up sections where the children can practise different skills such as throwing the bean bag, kicking in the goal, balancing on the bench.</p> <p>This should be ongoing throughout the unit. You might like to put a list of names by the different activities and call it a 'training schedule'. Children then can see at the end of the week if they have 'trained' in this area.</p>	<p>Talk to the children about javelin throwing and show them some pictures or a short video. Talk to the children about the action, running, aiming, throwing. Set up a safe javelin event.</p>	K/U. 9	<p>1. Independence & Interdependence</p> <ul style="list-style-type: none"> • 16 • 20 • 26 • 27 	<p>Interpersonal Intrapersonal Mathematical-logical Visual-spatial Kinaesthetic Naturalist</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> • 1.5
	<ul style="list-style-type: none"> • Get some straws that will be the 'javelin' 	Ph. 3	<p>2. Communicating</p> <ul style="list-style-type: none"> • 2 • 8 • 9 • 13 • 14 • 15 		<p>This activity will help the children to begin to appreciate that other children in their class may have differing routines to their own.</p>
	<ul style="list-style-type: none"> • The children should warm up before starting, stretching their body and particularly their arms 	Ph. 4	<p>3. Exploring</p> <ul style="list-style-type: none"> • 1 • 2 • 4 		
	<ul style="list-style-type: none"> • Record the length of the throw by counting steps 	M. 8	<ul style="list-style-type: none"> • 6 • 9 		
	<ul style="list-style-type: none"> • Leave a clipboard with names on, so that children can practise this independently and record their attempts. Revisit the results later 	M. 9	<ul style="list-style-type: none"> • 10 • 12 • 14 • 17 		
			<p>4. Healthy Living</p> <ul style="list-style-type: none"> • 1 • 2 • 3 • 4 		





Planning Grid 12

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.2 Diversity
- 1.7 Respecting and interacting with people who are different from themselves
- 1.9 Their ability to acquire new interests and skills
- 1.15 Empathising with others
- 1.16 Taking part in group activities
- 1.27 Rules, responsibilities and rights
- 1.28 Acceptable behaviour

Strand 2: Communicating

Children learn about:

- 2.1 Using gesture and expressive body movement for communication
- 2.2 Understanding non-verbal messages
- 2.21 Being creative and expressive through a variety of activities
- 2.24 Enjoying and using music, art, drama and dance
- 2.25 A variety of types of music, art, dance and drama used as expressions of feeling, mood, situation, occasion and culture

Strand 3: Exploring

Children learn about:

- 3.1 Making decisions, choosing their own materials and setting their own problems
- 3.2 Taking responsibility for their own learning





- 3.3 Trying things out, exploring and curiosity as important and valued ways of learning
- 3.4 Taking part in symbolic, pretend or dramatic play
- 3.5 Playing with ideas and materials as an enjoyable, creative and valid approach to learning
- 3.6 Controlling their bodies
- 3.7 Actively exploring and making sense of the world by using tools, materials and equipment
- 3.8 Moving in space and moving to rhythm

Strand 4: Healthy living

Children learn about:

- 4.7 Their own personal worth

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Musical (Mu.)
- Physical (Ph.)





Planning Grid 12

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>Add pictures to the music corner to give children inspiration.</p> <p>These activities are ongoing and can be expanded on and developed throughout the unit.</p> <p>Give opportunities for the children to play instruments to each other in an area inside or outside the classroom.</p>	<p>Play a range of music for the children to move to:</p> <ul style="list-style-type: none"> For fast music they can choose a sport that is fast, such as running and jumping hurdles. If the music is slow and more controlled, they can choose a different sport such as archery Provide opportunities for children to develop turns, change directions, stopping and starting at different signals Imagine they are on a ski slope going down the slalom. How will they move their body? (Slow at the beginning, then faster, twisting, and turning to stop at the end) 	Ph. 5	1. Independence & Interdependence	Interpersonal	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> 1.4 1.5
		Mu. 6	<ul style="list-style-type: none"> 2 7 9 15 16 27 28 	Intrapersonal	
		Ph. 6	2. Communicating	Verbal-linguistic	
			<ul style="list-style-type: none"> 1 2 21 24 25 	Visual-spatial	
			3. Exploring		
		Ph. 7	<ul style="list-style-type: none"> 1 2 3 4 5 6 7 8 		
			4. Healthy Living		
			<ul style="list-style-type: none"> 7 		





Planning Grid 13

Information for Planning Grid

This grid provides suggested activities with a focus on the following learning from the Early Years Strands:

Strand 1: Independence and interdependence

Children learn about:

- 1.2 Diversity
- 1.9 Their ability to acquire new interests and skills
- 1.10 Their own particular strengths
- 1.11 Interpersonal skills
- 1.13 Positive and constructive attitudes to competition
- 1.14 Taking another's point of view
- 1.16 Taking part in group activities
- 1.28 Acceptable behaviour

Strand 2: Communicating

Children learn about:

- 2.1 Using gesture and expressive body movement for communication
- 2.2 Understanding non-verbal messages
- 2.21 Being creative and expressive through a variety of activities
- 2.24 Enjoying and using music, art, drama and dance
- 2.25 A variety of types of music, art, dance and drama used as expressions of feeling, mood, situation, occasion and culture

Strand 3: Exploring

Children learn about:

- 3.1 Making decisions, choosing their own materials and setting their own problems





- 3.2 Taking responsibility for their own learning
- 3.3 Trying things out, using exploration and curiosity as important and valued ways of learning
- 3.5 Playing with ideas and materials as an enjoyable, creative and valid approach to learning
- 3.6 Controlling their bodies and developing fine and gross motor control
- 3.7 Actively exploring and making sense of the world by using tools, materials and equipment
- 3.8 Moving in space and moving to rhythm
- 3.15 Choosing and experimenting with materials, playing around with ideas and exploring actively with all the senses

Strand 4: Healthy living

Children learn about:

- 4.2 Self-help and self-care
- 4.3 Making choices
- 4.4 Paying attention

International Dimension — working towards Milepost One

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Areas of learning covered

- Knowledge and Understanding of the World (K/U.)
- Musical (Mu.)
- Physical (Ph.)





Planning Grid 13

Planning Advice	Tasks/Experiences	Task Number	Strands	Multiple Intelligences	International Dimension
<p>There should be ample time given to physical activities. Team games can be practised outside.</p> <p>The floorwork activities need to be practised regularly. They can feature at the exit point if appropriate.</p>	<p>Gymnastics is a popular Olympics sport. You could show the video of Nadia Comenaci performing, as she started gymnastics when she was in kindergarten.</p> <ul style="list-style-type: none"> Encourage the children to think of movements they can make. With your help, they can start to devise sequences of movement on mats. They can jump, skip, hop but also stretch and move around on the mat in different ways with different parts of their bodies touching the mat Play some of the music that the children are familiar with from other lessons for them to move to 	<p>K/U. 10</p> <p>Ph. 8</p> <p>Mu. 8</p>	<p>1. Independence & Interdependence</p> <ul style="list-style-type: none"> 2 9 10 11 13 14 16 28 <p>2. Communicating</p> <ul style="list-style-type: none"> 1 2 21 24 25 <p>3. Exploring</p> <ul style="list-style-type: none"> 1 2 3 5 6 7 8 15 <p>4. Healthy Living</p> <ul style="list-style-type: none"> 2 3 4 	<p>Interpersonal</p> <p>Kinaesthetic</p>	<p>Working towards Milepost One</p> <ul style="list-style-type: none"> 1.4 1.5 <p>Bring in music from the host country and also ask the children to bring in music from their home countries that they can use in their sequences.</p>





Unit Planners

This Planning Grid overview demonstrates just one of many routes through this unit. It is based on a five-week period. You should adjust the plan to suit your own school's particular circumstances.

Activities are listed under the week in which they are introduced. The shaded rows indicate where activities can be sustained or developed over a number of weeks.

Suggested Unit Plan

Week One	Week Two	Week Three	Week Four	Week Five
Entry Point Lighting the torch				
How do we move? K/U., Cr. Grid 1				
Sports equipment M., Cr., K/U. Grid 2				
Songs and music Mu., Ph. Grid 7				
	Music and movement Ph., Mu. Grid 12			
	Hearts and training K/U., M. Grid 6			
	Favourite sports Lit., Cr. Grid 3			
		Gymnastics K/U., Ph., Mu. Grid 13		
		Making music K/U., Cr., Ph., Mu. Grid 4		
			Throwing K/U., Ph., M. Grid 11	
			Team work K/U., Ph., M. Grid 5	
			Healthy eating K/U., Lit., Ph., Cr. Grid 10	
				Slippery ice K/U., Lit., M. Grid 9
				Hot and cold K/U., M., Cr. Grid 8

M. Maths, Lit. Literacy, Ph. Physical, Cr. Creative, Mu. Music, K/U Knowledge and Understanding, R.P. Role-Play.





4-week Planning Sheet

Teacher	
Class/Group	
Start date	

Week One	Week Two	Week Three	Week Four
Entry Point Lighting the torch			

Notes:



5-week Planning Sheet

Teacher	
Class/Group	
Start date	

[illegible]

Notes:





6-week Planning Sheet

Teacher	
Class/Group	
Start date	

Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Entry Point Lighting the torch					

Notes:





Weekly Planning Sheet

Unit Title	
Date	

	Circle-Time/ Introductory Activity	Follow-On Activities	On-Going Activities For example: sand, water, construction, role-play, outdoor, physical play, creative and musical activities.
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Notes:





Draft Letter To Parents

Please use this as a draft for your own letter. Make it personal to your own situation by including as many details as possible.

Dear Parents,

Over the next few weeks our class will begin a new topic called 'Olympics'.

This unit is part of the Early Years programme of the International Primary Curriculum. This curriculum has been specially written for young children all over the world living in the home country or host country and sets out clearly what children should learn in four groups or 'strands' — these are called 'Independence and Interdependence', 'Communicating', 'Exploring', and 'Healthy Living'.

The activities which have been planned will cover these strands in the following ways:

Independence and Interdependence

The children will be learning in groups and on their own. They will have the opportunity to learn about different types of sports in different countries. They will learn about the other children in the class and some of their routines outside the classroom, compared to their own. They will be introduced to activities which develop new skills and develop their particular strengths, whilst working individually or in a team.

Communicating

The children will use language in a variety of contexts, using photos, pictures, books and music. They will be involved in counting activities as well as using some of the processes of music, art and craft.

Exploring

Throughout the unit, the children will learn from playing with materials, exploring actively with their senses and choosing their own materials. They will be sorting and classifying items. They will have opportunities to move in and explore space whilst learning to control their bodies.





Healthy Living

The children will have opportunities to make decisions, pay attention and to concentrate. They will be concentrating, throughout the unit, on ways they can keep themselves healthy through exercise and sport.

We will start this unit with an entry point. We will spend the day talking about the Olympics and making a torch for the opening ceremony. If you would like to come and watch our ceremony at the end of the first day you would be most welcome. During this unit, the children will be learning about being healthy. They will learn about lots of different Olympic sports and also about healthy eating. We hope that you will join us for some of the events and talk to your child at home about things they are doing at school.

As always, I welcome any support or suggestions which you may have. Watch the class bulletin board for more details as the theme progresses.

